

# ARIZONA SCHOOL REPORT CARD 2002-03

## James B. Rolle School

Yuma Elementary District  
2711 Engler Avenue, Yuma, AZ 85365

### Achievement Profile<sup>1</sup> :

<input type="checkbox"/>	Excelling
<input checked="" type="checkbox"/>	Improving
<input type="checkbox"/>	Maintaining Performance
<input type="checkbox"/>	Underperforming
<input type="checkbox"/>	Extremely Small School

Principal: Mrs. Laura Rebecca Gilmer

Schedule: 8:00 AM to 4:00 PM

Web Address: [kparsels.home.sprynet.com/Rolle.html](http://kparsels.home.sprynet.com/Rolle.html)

E-mail: [lgilmer@yumaed.org](mailto:lgilmer@yumaed.org)

Grades: K-6

2002 Enrollment: 697

Phone: (928) 726-4610

Fax: (928) 726-6131

### ∨ School Overview ∨

#### Mission

We empower our students to make positive lifelong choices by providing quality learning experiences in a nurturing environment. Our families and staff work together to provide support for student learning, and our mutual goal is literacy for all students. We promote growth of personal responsibility and wise choices. We cooperatively seek to present the best educational programs possible for our students' growth--academically, personally and socially.

#### Organization and Philosophy

- w Self-contained Classrooms
- w Intra-grade Instructional Leveling
- w Departmentalized Sixth Grade
- w Inclusion and Resource Room Services

#### Instructional Programs

- w Excel and Accelerated Math Programs
- w Classroom Lifeskill Classes by Counselor
- w Grades 3-6 Afterschool Homework Clubs
- w Title I Before/After School Programs
- w Total Reading Phonics Instruction
- w Literacy Framework Instructional Focus
- w Sixth Grade Departmentalization
- w Two full-day Kindergarten classrooms

#### School/Academic Goals

- w We will enhance the reading and writing achievement of our students through continued staff development and grade-level support within the guidelines of the district's Literacy for All Students program.
- w We will use data from the Yuma District Achievement Level Tests (YDALT) and individual assessments to determine specific areas of need in planning to meet the academic needs of our students through instruction and targeted interventions.
- w We will continue to acquire and utilize technology to promote maximum learning for all our students through programs such as Accelerated Reader, Accelerated Math, Marco Polo, and online access in classrooms and the computer lab.
- w We will continue to develop and implement articulated curriculum across and within grade levels to ensure greatest student learning by using instructional methods and programs which spiral skill development, such as Writing up a Storm and Excel Math.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	663
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	No
Number of Students Attending Under Open Enrollment in 2001-02:	72

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

1 School Administrator(s)  
 1 Non-certified Employee(s)  
 3 Teacher(s)  
 3 Parent(s)  
 2 Community Member(s)  
 0 Student(s)

### Council Duties

w Parent/School Relations  
 w Extracurricular Activities  
 w School Management Input  
 w Community Concerns  
 w Public Relations  
 w Assessment of School Needs

## ▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	2.00	Teacher Aide	7.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	1
4 to 6 years	2	3	0	0
7 to 9 years	1	0	0	0
10 or more years	8	17	0	0

## ▽ Shared Responsibilities ▽

### School

The school's responsibility is to provide a challenging, safe and orderly learning environment for our students and to treat them with dignity and respect. We hold high standards for teaching and learning. We communicate regularly with our families to support our students' learning. Together, we maintain the ultimate goal of developing citizens who are lifelong learners and compassionate, productive, contributing members of our society.

### Parents

We believe that the family is the foundation of learning. It is the responsibility of parents to be partners in the education of their children by monitoring attendance, homework, readiness for school, behavior and general health. Parents support school policies and communicate freely with the school.

## ▽ Transportation Policy ▽

Bus transportation is provided as a service for resident students who live a distance greater than one mile from campus. Special Education students whose IEPs mandate transportation are also provided with bus service.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/12/02
<b>Average Daily Instruction Time:</b>	6 hrs. 10 min.	<b>Last Day of School:</b>	5/30/03
<b>Operates on Traditional Schedule</b>			

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### Report Card Release Dates

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10/23/02	1/8/03	3/19/03	5/30/03
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### Additional Calendar/Report Card Information

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Parent conferences are required for the first report card.

## ▽ Resources Available at School Site ▽

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### Nutrition Programs

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Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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### Special Facilities

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W 30-station On-line Computer Lab	W Library/Media Center
W Two On-line Computers in Every Classroom	W Cafeteria/Multi-purpose Building

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### Extracurricular Activities

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W Sixth Grade Intra-district Athletics	W Student Council
W Presidential Physical Fitness Awards	W Presidential Academic Achievement Awards
W Student of the Month Recognition	W Rolle Reader Recognition
W Honor Roll Recognition	W 6th Grade Outdoor Education Camp

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### School/Community Resources

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W Before/After School Discovery Child Care	W Girl Scouts Meeting Site
W Parent/Teacher Organization	W Assistance League School Bell Program
W School-based Clinic Medical Referrals	W Public Use of Playground Area
W DARE Program Officer	W Certified Master of Social Work on Staff

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |  |  |
|--|--|
| <p>W Our school gained 6 points in reading and 8 points in math on the 2002 Stanford 9 while experiencing an increase of 10% in free and reduced lunches.</p>  | <p>W Our students had opportunities to publish their writing through the district Writing Up a Storm program, statewide Young Authors Conference, and local poetry contests. We had a State winner and National runner-up in the Garden Club Poetry Contest.</p> |
| <p>W At-risk students gained reading, writing, and math skills and demonstrated improvement in learning through our Title I extended-day programs for Kindergartners, primary and intermediate students.</p> | <p>W The school focused on reading achievement by expanding selections and use of the Accelerated Reader Program with access through all classroom computers for over 2,700 titles available in our library. Circulation last year was 34,894 volumes.</p>       |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	96.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	23.5 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.9 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	13.8 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	98.5 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	1.5 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Current Events Challenge Medalist Team	2002
Pecan Grove Garden Club Poetry Contest State Winners	2002
Odyssey of the Mind Regional Competition Winner	2002
County Science Fair Category Winner	2002

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	90	531	6%	9%	52%	33%
	State	58840	524	9%	17%	45%	29%
Writing	School	85	549	5%	12%	66%	18%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	88	523	5%	27%	40%	28%
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.  
A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

Reading	School	77	508	12%	21%	53%	14%
	State	61305	505	21%	20%	43%	15%
Writing	School	75	523	7%	27%	52%	15%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	78	510	4%	33%	19%	44%
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	91	41	60	--	--	--
2	Reading	--	--	--	100	33	50	92	41	52	92	47	53	91	41	57
	Language	--	--	--	100	26	40	99	32	43	95	37	44	93	30	48
	Mathematics	--	--	--	100	30	51	100	33	55	92	45	57	94	58	61
3	Reading	95	41	47	100	55	47	99	47	48	95	49	50	92	59	50
	Language	94	50	49	100	59	51	100	52	54	96	56	56	96	65	57
	Mathematics	91	41	46	100	60	49	100	44	52	94	49	54	93	68	56
4	Reading	100	51	53	100	50	54	95	61	54	93	57	55	86	60	55
	Language	100	45	47	100	45	49	95	53	48	97	49	50	93	49	50
	Mathematics	100	47	51	100	47	54	94	58	55	96	62	57	91	59	58
5	Reading	93	46	51	100	52	51	96	55	51	94	58	51	96	62	53
	Language	95	37	42	100	41	44	100	49	45	94	48	45	96	57	47
	Mathematics	95	42	51	100	47	54	100	62	55	95	68	57	98	72	59
6	Reading	91	51	53	100	52	54	97	58	53	100	50	54	100	61	56
	Language	90	43	41	100	37	44	97	50	44	100	40	45	100	50	47
	Mathematics	88	54	57	100	58	59	97	68	60	100	62	63	100	71	65

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>78</b>	<b>91</b>
<b>Grades 3-4</b>	<b>82</b>	<b>84</b>
<b>Grades 4-5</b>	<b>67</b>	<b>77</b>
<b>Grades 5-6</b>	<b>79</b>	<b>78</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school Counselor presents a curriculum of lifeskills in all classrooms, and students are encouraged to practice them in and out of the classroom; Responsibility for behavior is emphasized. Students are taught to make positive choices, and opportunities to reflect on inappropriate choices are taken at all levels. Our Student Council promotes involvement, citizenship and school pride. Our students are recognized for academic and personal accomplishments. Classroom discipline is maintained.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

1

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,026	\$1,372,479
Classroom Supplies	NDS	NDS
Administration	\$425	\$288,059
Support Services-Students	\$104	\$70,747
Other Support Services and Operations	\$615	\$416,576
Total Expenditures- All Categories 2000-2001	NDS	NDS

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Laura Rebecca Gilmer	(928) 726-4610	
<b>Transportation Policy</b>	Robert Filby	(928) 341-9076	
<b>Community Resources</b>	Peggy Lund	(928) 343-0800	364
<b>School Nutrition Programs</b>	Karen Johnson	(928) 343-0800	341
<b>Parent Organization</b>	Vickie Fritz	(928) 344-0122	
<b>Student Health/Nurse</b>	Victoria Downing	(928) 726-4610	100

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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